

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. James Carchedi

Official School Name: Watson Elementary School

School Mailing Address:
215 Idaho Road
Youngstown, OH 44515-3798

County: Mahoning State School Code Number*: ID 386

Telephone: (330) 797-3900 Fax: (330) 799-0530

Web site/URL: www.Austintown.k12oh.us E-mail: aust_jc@access-k12.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Doug Heuer

District Name: Austintown Local School District Tel: (330) 797-3900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. David Ritchie

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 4 | Elementary schools |
| 1 | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| | Other |
| 7 | TOTAL |
2. District Per Pupil Expenditure: 8575

Average State Per Pupil Expenditure: 9622

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
- ☒ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural
4. 16 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	47	63	110	8	0	0	0
1	49	58	107	9	0	0	0
2	80	45	125	10	0	0	0
3	66	54	120	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other			0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							462

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 2 % Asian
 _____ 7 % Black or African American
 _____ 2 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 84 % White
 _____ 5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1.	352
(5)	Total transferred students in row (3) divided by total students in row (4).	0.094
(6)	Amount in row (5) multiplied by 100.	9.375

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 7

Number of languages represented: 3

Specify languages:

Chinese, Russian, and Spanish

9. Students eligible for free/reduced-priced meals: 44 %

Total number students who qualify: 201

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 49

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>4</u>
Paraprofessionals	<u>3</u>	<u>7</u>
Support staff	<u>5</u>	<u>4</u>
Total number	<u>36</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	95%	96%	96%
Daily teacher attendance	94%	95%	95%	95%	94%
Teacher turnover rate	4%	4%	8%	0%	4%

Please provide all explanations below.

In 2007-2008 school year, we had a teaching staff of 25 and had one teacher off 1/2 of the year for maternity leave and a teacher off for three months due to a medical condition.

In 2003-2004 school year, we had a teaching staff of 23 and had two teachers off 1/2 of the year for maternity leave.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Watson Elementary, designated a School of Excellence for the past five years and a School of Distinction for two years and under consideration for 2007-08, is a school that is located near the diminishing industrial steel city of Youngstown, Ohio. Watson has been a targeted Title I building for the past five years and now due to the financial conditions of our district and the closing of one of our elementary buildings, we are designated a school-wide Title I building. The student body draws from a mix of new development, semi-rural and aging commercial and business areas.

In 2008, our enrollment increased dramatically due to the closing of one of our elementary buildings. Watson has five teachers in each grade level kindergarten through grade three with a student teacher ratio of twenty-three to one. Our supplemental instructional support staff includes: special education teachers, and math and literacy coaches. Along with co-teaching, they continually provide research-based, additional core instruction to at-risk students through small group and pull-out settings.

Watson teachers review data and researched based instruction to determine how to implement best practices for individual students. The staff is dedicated in providing a developmentally appropriate curriculum using best practices in a safe learning environment ensuring that all children are able to reach their peak learning level.

Watson Elementary has received many accolades for its strong academic performance during the past five years; however, it is our belief that a lot of credit for our success is due in part to our character education philosophy. Consequently, our school culture is based on the six pillars of Character Counts: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We believe our boys and girls should be taught the value of being students of good character and recognized for their efforts. As students and classes strive to be recognized for their efforts, the number of discipline referrals have dropped dramatically, and classroom performance has improved.

Our school year starts with a fast-paced assembly featuring a group of eight young performers known as Primary Focus from Knoxville, Tennessee. During the assembly, our students quickly become acquainted with the six pillars of character and pledge to be students of good character.

As the year progresses, our twenty classrooms compete on a weekly basis for one of four coveted “good character” trophies and one “most-improved” trophy. In addition, periodic ice cream and pizza parties are rewards given to the classes exhibiting the best character.

Individual students are also recognized on a weekly basis when caught performing a random act of good character. Staff members may hand students a “blue slip” for their act of good character. Students’ are recognized via the morning announcements and “blue slips” are redeemed for a variety of prizes.

Our Parent-Teacher Association is very supportive, active and productive in our building. They work with the administration, staff and community to provide programs and activities to enhance student learning.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our district went through a realignment process at the end of the 2006-07 school year, and all fourth graders were moved to our intermediate school, which accounts for the lack of fourth grade scores during the 2007-08 school year. In addition, our district closed an elementary building at the end of the 2007-08 school year and 115 students and five teachers were transferred to Watson at the start of this school year. The transition went quite smoothly, and we were optimistic that the changes made will have little impact on the future successes of Watson Elementary School.

Websites pertaining to the above mentioned data can be found at the ODE website:

www.ode.state.oh.us (Ohio Statewide Testing Website)

<https://webapp.2.ode.state.oh.us/portal/signup/> (Safe Account)

Watson Elementary School has been designated a School of Excellence for the past five years and a School of Distinction for two years and under consideration for the third consecutive year. In addition, Watson has met all Sate indicators on our Ohio Achievement Tests during the past five years and also made adequate yearly progress during those years. Our performance index score was 101.3 in 2003-04, dipped slightly to 100.5 in 2004-05 and then steadily rose and peaked at 107.7 in the 2007-08 school year. The same can be said of our third and fourth grade test scores which averaged 88.5% in 2003-04, dipping slightly to 85.2% in 2004-05, and then rising during the next three years, peaking at an average score of 97% in 2007-08. A big reason for this rise can be attributed to the percentage of students scoring at the accelerated and advanced levels. During the 2003-04 school year, 37.5% of our students were in the accelerated and advanced categories, but by the 2007-08 school year, the percentage had risen to 64.1% of our students.

In examining our subgroups, it should be noted that the economically disadvantaged, students with disabilities, and the white populations are the only categories where we had sufficient students in each category to chart the scores. In looking at the scores of the charted subgroups, it is noted that a few disparities existed between the groups during the past five years in areas of math and reading. For example, during the 2007-08 school year, our general population of third graders had a 98% score in reading. Our economically disadvantaged third graders scored 97%, our students with disabilities scored 100%, and our white population scored a 97%. If you look at the third grade math scores for that year, the general population scored 96%. Our economically disadvantaged students scored 94%, our students with disabilities scored 100%, and our white population scored 96%. During the previous school year, 2006-07, similar minor discrepancies between our general population of third graders and the subgroups also existed.

The greatest discrepancies between our general population of third and fourth graders and our subgroups were prevalent during the 2003-04 school year. For example, during the year, our fourth graders scored 87% in reading, while our students with disabilities scored a 56%. During that same year, our third graders also scored a 87% in reading, while our students with disabilities scored a 73%.

In examining the narrowing of the gap in the scores of the general student population and our subgroups in the past five years, a couple of factors can be noted. Our teacher turnover rate has been minimal. All of our teachers hold a bachelor degree and 79% of our teachers have master's degrees. In addition, all of our teachers are highly-qualified. Our district and building have also had numerous inservice training days pertaining to examining assessment results, item analysis, and curriculum mapping. We feel the training our staff has received has paid huge dividends in increasing student performance.

2. Using Assessment Results:

Utilizing assessment results is a key aspect of Watson's success. By reviewing the data, we determine targeted indicators that need to be integrated into students' daily instruction and drive our instruction to meet the needs of all learners.

Austintown Local School District included "waiver days" into our school calendar. Several of these days are dedicated to analyzing data from DIBELS, the OAT, and the OHIO Diagnostic. By analyzing students' scores, children can be identified as "at risk" for reading difficulties. These children are also progress monitored on a weekly or biweekly basis. With this information, intervention instruction in small, guided groups is implemented.

At the third grade level, teachers utilize some of the waiver day time to perform item analysis to determine strengths and any areas of concern. A consultant from the Mahoning County Educational Service Center attends these work sessions to help direct the curriculum and brainstorm strategies to help children become proficient in any areas of weakness. Adjustments to the curriculum map and instruction are made at this time.

Assessments are used at each grade level to measure mastery of the content standards. Watson monitors individual student data from year to year with the use of data folders that are located in each student's permanent file. The folders contain students' results from kindergarten through third grade with the KRAL (Kindergarten Reading Assessment in Literacy), the Ohio Diagnostic, the OAT, and yearly DIBELS scores. Teachers use this information to plan student grouping and drive instruction. The data folders travel with the students to the intermediate building.

3. Communicating Assessment Results:

Watson Elementary staff communicates assessment results in a variety of ways. Teachers share the assessment data during monthly grade level meetings and the principal shares the data with the superintendent and board of education through reports.

Teachers report student performance data to parents throughout the school year. There are two scheduled parent teacher conferences, four interim progress reports and four report cards. Watson teachers utilize many other ways to communicate to parents that include: classroom newsletters, telephone calls, grade level newsletters, email messages, take-home folders, and other written notes. On a need be basis, the building IAT (Intervention Assistant Team), meet with parents to discuss a child's individual progress, types of intervention, and any plan of action. Our principal sends a monthly newsletter to keep parents notified of upcoming information about tests, test taking strategies, results of academic performance and any other pertinent events.

Assessment reports provided by the State are sent home with each child. This report explains the assessment to the parents using bar graphs and performance charts containing the student's results. There is an in-depth explanation of the significance of the results. Our District's Annual Report is mailed to every household within the community. This report contains information regarding all of the indicators that have contributed to the Academic Excellence of Watson Elementary.

4. Sharing Success:

The Watson staff has a collaborative relationship with colleagues within our school as well as within the district. There are four district wide waiver days throughout the year as well as eight early release days. The staff development days allow teachers to share successes. Teachers from all four elementary buildings are able to cultivate collegial relationships where best practices are discussed and the teachers work together to design assessments to measure progress. The district administration meets on a weekly basis in what are known as A

Team meetings and a significant amount of time is spent discussing student achievement. Teacher liaisons to the Mahoning County Educational Service Center share information in all content areas.

Watson communicates successful strategies through grade level meetings across elementary buildings. A district wide staff meeting is also held annually to recognize the exceptional achievements of individual buildings and staff members. The local media are also contacted when appropriate to celebrate successes.

Watson's teachers are members of many county and statewide organizations where sharing and learning take place. Thus, our staff members are role models for life long learning. The Ohio Elementary School Principals' Association, the National Elementary School Principals' Association, the National Association of School Psychologists, the Ohio School Counseling Association, the Math Investigations Focus and Study Groups and the International Reading Association are just a few of the organizations the Watson teachers belong or serve as mentors. Teachers are encouraged to travel to other districts to learn and share best practices with the ultimate goal of the continued increase of student achievement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The educational philosophy at Watson Elementary seeks to provide our students with relevant learning experiences that plant the seeds for a continued quest of lifelong learning. The curriculum at Watson Elementary is guided by the Ohio Academic Content Standards in all subject areas; however, many different instructional models are utilized such as project based learning and Socratic questioning to address the learning styles of all students. Watson's teachers have aligned the curriculum to meet those standards. These standards are modeled after the National Standards and include benchmarks and indicators to help both teachers and students determine what should be subsequently taught and learned. By being aware of the standards, the students have ownership in the educational process. In all content areas, inclusion and co-teaching are utilized for the ultimate success of all students, while at the same time these methods allow all the teachers to professionally benefit from each others' strengths. District wide staff development also provides support for professional collegiality.

Reading and Language Arts at Watson focuses on a comprehensive approach to literacy instruction. Teachers across the district have participated in curriculum mapping and the majority of the staff is SIRI (Summer Institute for Reading Intervention) trained. Students are engaged daily in phonemic awareness, phonics, vocabulary, comprehension and fluency. All elements of language arts are presented through Harcourt and MacMillan-McGraw Hill reading programs. Within the programs there are various leveled materials that reinforce or enrich the lesson taught. Our building level library provides additional resources for the staff.

The Ohio Academic Content standards are the cornerstone of the Mathematics curriculum at Watson Elementary. Through the Math Investigation series, mathematics at Watson is evolving into a program that is hands on, through the use of manipulatives and guided problem solving on a daily basis. Interdisciplinary education through all subject areas, especially children's literature also reinforces the everyday importance of math.

Social Studies instruction at Watson is taught through an interdisciplinary approach across content areas. The school wide Character Counts philosophy is an integral feature of our school culture. Students gain an understanding of the six pillars of character that in turn, model how citizens contribute and participate in a productive society. In addition, at all grade levels, the Social Studies curriculum is enriched through field trips and community presentations.

The science curriculum at Watson is also taught through an interdisciplinary approach and is inquiry based and hands on. Much of the content is presented and discussed through literature study. The ultimate goal is to stimulate interest in science that will be built upon in the later grades. Our science curriculum is based upon the content standards and is aided by community resources both in school and on field trips.

The Fine Arts are taught in a dynamic and inclusive way at Watson. The music, physical education and art teachers are certified in their content areas and students are able to experience the fine arts on a daily basis. Fine arts educators collaborate with the classroom teachers to reinforce concepts taught in the classroom. Cross-curricular connections are made in all subjects, thus reinforcing the relevance of content areas. Teachers in fine arts have aligned their curriculum to the State Academic Content Standards. Performance and display are a vital component in the assessment of fine arts.

Technology at Watson is embedded into all content areas. A state of the art computer lab with 24 computers provides instructional support for the core curriculum. Each classroom visits this lab on a weekly basis. Each classroom also has a state of the art mini lab which they utilize daily.

2a. (Elementary Schools) Reading:

Watson teachers realize the reading curriculum needs to incorporate all facets of literacy. Therefore, teachers assess their students, plan for leveled instruction, and then teach lessons to meet the learning styles and needs of all students. Research based methods in balanced literacy provide solid instruction in reading, writing, and oral language. Students are diagnostically assessed with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and state standardized tests. The results provide specific data for teachers to group students for differentiated instruction. The Macmillan/McGraw Hill reading series serves as a basic framework for instruction. This series is then supplemented with leveled trade books from the school book room. All teachers follow a district curriculum map with essential questions and state indicators for each nine week period.

All five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension, are interwoven into literacy lessons each day. Through the use of shared reading lessons, teachers model good reading while teaching the mechanics of reading. Poetry, music, and reader's theater are included in these lessons. Reading instruction is then further individualized with directed guided reading groups. In addition, teachers implement literacy centers for students to read silently or with a partner, manipulate words and letters with hands-on activities, practice writing skills, and use computer technology, such as SuccessMaker, to practice skills.

In addition to regular classroom instruction, all students participate in PALS (Peer-Assisted Learning Strategies). As a Title I school, an intervention program is also in place where certified teachers provide additional learning opportunities for struggling readers. Scott Foresman Early Intervention Reading and the Wilson Reading Program are used by these teachers.

A home-school connection is made at all grade levels. Younger children are provided a Book-in-a Bag to read with a parent. Children and teachers set goals with small rewards when these goals are met. Our language arts program also includes community volunteers from the Optimist Club, Rotary and Kiwanis.

A school-wide fall and winter reading promotion provides further opportunities to practice reading skills. Students are invited to participate and are recognized by the principal and at district sporting events.

3. Additional Curriculum Area:

Last year, the Austintown Local School District adopted the Math Investigations program. This is a constructivist approach to teaching mathematics. The adoption began with implementation in kindergarten and first grade and has expanded into second and third grade in the current school year. This program utilizes a hands-on approach to teaching math and helps students understand fundamental ideas of number and operations, geometry, data, measurement, and early algebra. A wide variety of math manipulatives are used by teachers and students to help students become mathematically proficient and better problem solvers. Math Investigations is also supplemented with children's literature that helps students connect what they are learning in math to the everyday world. An on-line diagnostic assessment is administered at the beginning of the year to help teachers plan for instruction and meet students' needs.

Teachers participate in professional development to network and share successes and challenges with other educators that have or are currently using Math Investigations. In addition, many Watson teachers are participating in a web-based learning community called "iDiscovery." This workshop is facilitated by our district math coach and is provided by Miami University of Ohio. Many helpful teaching tips and ideas have been shared through this network of educators. Also, teachers are reading very helpful professional articles that provide ideas to use in the classroom.

To create a strong home-school connection, teachers provide parents with a student math handbook from the Math Investigations program. This resource illustrates math vocabulary and provides directions for the math games to practice learned skills. Teachers also send home unit family math letters to update the parents on the lessons the children will be learning. Parents of younger children are also invited into the school for a Family Math Night where students and their parents travel to different classrooms and work on several math activities. In the older grades, teachers provide a training workshop for parents to help their children prepare for state standardized testing.

4. Instructional Methods:

Watson teachers are committed to using instructional methods that meet the learning needs of all students. In addition, teachers are well aware of the learning styles and the various multiple intelligences in their classrooms. Lessons are differentiated to support lower achieving students, challenge higher achieving students, and enhance students that are on-grade level.

Several examples of differentiated instruction are evident in Watson classrooms. Teachers use fluid, flexible guided groups for reading instruction. Leveled trade books and materials from Reading A to Z are used during this instructional time. Learning centers are also utilized in Watson classrooms where students practice valuable skills using various learning modalities. For example, learning centers can include children reading independently or with a partner, manipulating letters and words, or practicing writing skills. With the use of an interactive computer lab and mini-labs housed in each classroom, children can work through various activities at their own pace. Some examples used included SuccessMaker, a skills based program, www.ictgames.com, and www.starfall.com. Learning is also connected to our families in that children are provided with a book at their independent reading level to read with someone at home.

All of the subgroups of students, as defined by the No Child Left Behind Act, are represented at Watson Elementary. As a Title I school, a full time Title I teacher works with students in the area of language arts. Also, a part-time Title I math teacher works with small groups of students and co-teaches in several math classes. The curriculum is modified as needed to meet the needs of our struggling students. The Wilson Reading Program and Scott Foresman Early Intervention are two series utilized to assist lower achieving students. Two classes at each grade level are targeted as inclusion classrooms where students with IEP's are placed. Teachers in these classrooms co-teach with a special education teacher, allowing our special education children to learn along side of their peers.

5. Professional Development:

Austintown Local School District is a progressive and innovative school district in the area of professional development. Teachers and staff are provided with various opportunities for training and enriching their educational knowledge. Comprehensive, on-going trainings are provided by our county, our district, and at the school level. In addition, individual teachers attend in-service workshops that provide data driven, research-based best practices.

Watson teachers have attended presentations by nationally recognized educators, provided by the district. This past summer, Ryan Delaney spoke on "Quality Tools." In the previous year, Cathy Hamilton presented "The Faces of AYP" and Margaret Searle discussed standards based instruction for all learners. The Watson staff implemented many components from the presentations. Several key components that we utilize include relationship building among students, families, staff and administration via equitable praising and acceptance of all diversities. In addition, Watson teachers plan direct instruction based upon age appropriateness of all students keeping in mind that active engagement of the lessons will allow the students to process the information.

As part of the Mahoning County Educational Service Center and the SST5, teachers and staff are provided additional opportunities for training. Several Watson teachers serve as liaisons and attend meetings that provide them valuable information that they share with fellow colleagues. Several of these meetings assisted Watson teachers in aligning the Ohio Academic Content Standards across the grade levels and the content areas.

Through the OISM (Ohio Integrated Systems Model) grant, teachers have been trained in PALS, DIBELS, and RTI (Response To Intervention), where they have embedded their knowledge in everyday teaching. District literacy and math coaches have also facilitated workshops in the content areas, assessment, co-teaching, learning centers, and best practices. With the purchase of a new, interactive computer lab, Watson teachers were trained how to incorporate many educational websites in their daily lessons.

6. School Leadership:

Watson Elementary School, like most elementary schools, has one administrator to oversee operation of facilities. Our building has 462 students, 21 classrooms, 8 specialty classrooms, several offices, a library, computer lab, cafeteria and a clinic. Watson has 36 full-time employees and 15 part-time employees. It is the staff's philosophy that administrators should not serve as omnipotent managers, but as leaders empowering the certified and classified staff to do their jobs with a great deal of autonomy. Since Watson Elementary does not have an assistant principal to help with the day to day operations of our school, its Principal relies upon several committees to help with this task.

The building leadership team, consisting of teachers, support staff, and parents, sets yearly goals for our school. The team meets on a monthly basis before the start of the school day to review our goals, make adjustments when necessary, and to set new goals. The building's intervention assistance team, consisting of our school psychologist, guidance counselor, and teachers meet on a weekly basis to discuss the academic and social issues of students who are in need of interventions and accommodations. We also have a technology committee, wellness committee, various social committees, and a very active PTA.

Watson Elementary has experienced many practical and effective programs to promote positive student learning. The building provides a developmentally appropriate curriculum in a safe learning environment that ensures all children are able to reach their full academic potential. Every child has the right to receive a high quality education from highly qualified teachers. Teachers must be provided with training, resources, and motivation to sustain the optimal learning program and environment for all children. Professional training is provided to our staff using six early-release days, and four waiver days. District administrators, lead teachers, and ESC consultants provide quality inservice training in many areas of the curriculum during these sessions.

In summary, Watson staff believes that there are four words to describe a highly effective principal. They are: instructional leader, manager, motivator, and team player. With the support of the building principal, the goals are to meet the needs of our students, staff, and parents in each of these categories.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement

Edition/Publication Year: 2007-2008 Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
% At or Above Proficient	96	98	91	80	
% Accelerated and Advanced	57	53	53	48	
Number of students tested	82	83	85	86	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% At or Above Proficient	94	100	93	67	
% Accelerated and Advanced	44	48	43	26	
Number of students tested	34	27	28	27	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% At or Above Proficient	100	88	88	63	
% Accelerated and Advanced	45	38	38	26	
Number of students tested	11	16	16	19	
4. (specify subgroup): White					
% At or Above Proficient	96	97	95	81	
% Accelerated and Advanced	26	55	59	49	
Number of students tested	69	74	73	79	

Notes:

We did not begin to test in grade 3 until the 2004-2005 school year in math.

Subject: Reading

Grade: 3 Test: Ohio Achievement

Edition/Publication Year: 2007-2008 Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	98	92	82	90	87
% Accelerated and Advanced	71	73	64	72	56
Number of students tested	82	83	85	86	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% At or Above Proficient	97	89	79	74	85
% Accelerated and Advanced	56	63	54	52	54
Number of students tested	34	27	28	27	26
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% At or Above Proficient	100	94	75	79	73
% Accelerated and Advanced	64	50	56	63	47
Number of students tested	11	16	16	19	15
4. (specify subgroup): White					
% At or Above Proficient	97	91	86	90	90
% Accelerated and Advanced	72	73	66	72	63
Number of students tested	69	74	73	79	70

Notes:

Grade 4 Reading
Ohio Achievement Test
Publication Year: 2007-2008
Publisher: Ohio Department of Education

State Tests

	2007-2008	2006-2007	2005-2006	2004-2005	
Testing month	May	May	March	March	
SCHOOL SCORES					
% At or Above Proficient	NA	90%	86%	79%	
% Accelerated and Advanced	NA	45%	44%	35%	
Number of students tested	NA	89	87	82	
Percent of total students tested	NA	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students Eligible for Free and Reduced Meals					
% At or Above Proficient	NA	86%	81%	80%	
% Accelerated and Advanced	NA	43%	32%	37%	
Number of Students Tested	NA	28	37	30	
2. Students with Disabilities					
% At or Above Proficient	NA	88%	75%	60%	
% Accelerated and Advanced	NA	35%	25%	20%	
Number of Students Tested	NA	17	16	15	
3. White					
% At or Above Proficient	NA	91%	84%	82%	
% Accelerated and Advanced	NA	47%	43%	38%	
Number of Students Tested	NA	75	77	68	

The sample data table below demonstrates the type of schools the Secretary wishes the CSSO to identify. In Table 1, the reading scores of the Blue Ribbon School (a hypothetical school) show significant improvement in student achievement scores for all student groups on the state criterion-referenced tests over five years.

Table 1
Blue Ribbon School
Grade 4 Reading
Ohio Proficiency Test
Publication Year: 2003-2004
Publisher: Ohio Department of Education

State Tests

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month					March
SCHOOL SCORES					
% At or Above Proficient					87%
% Accelerated and Advanced					22%
Number of students tested					92
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students Eligible for Free and Reduced Meals					
% At or Above Proficient					78%
% Accelerated and Advanced					13%
Number of Students Tested					23
2. Students with Disabilities					
% At or Above Proficient					56%
% Accelerated and Advanced					0%
Number of Students Tested					18
3. White					
% At or Above Proficient					89%
% Accelerated and Advanced					21%
Number of Students Tested					76
4. African American/Black					
% At or Above Proficient					73%
% Accelerated and Advanced					18%
Number of Students Tested					11

The sample data table below demonstrates the type of schools the Secretary wishes the CSSO to identify. In Table 1, the reading scores of the Blue Ribbon School (a hypothetical school) show significant improvement in student achievement scores for all student groups on the state criterion-referenced tests over five years.

Table 1
Blue Ribbon School
Grade 4 Mathematics
Ohio Achievement Test
Publication Year: 2007-2008
Publisher: Ohio Department of Education

State Tests

	2007-2008	2006-2007	2005-2006		
Testing month	May	May	March		
SCHOOL SCORES					
% At or Above Proficient	NA	90%	94%		
% Accelerated and Advanced	NA	45%	59%		
Number of students tested	NA	89	86		
Percent of total students tested	NA	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students Eligible for Free and Reduced Meals					
% At or Above Proficient	NA	89%	89%		
% Accelerated and Advanced	NA	25%	44%		
Number of Students Tested	NA	28	36		
2. Students with Disabilities					
% At or Above Proficient	NA	88%	80%		
% Accelerated and Advanced	NA	41%	13%		
Number of Students Tested	NA	17	15		
3. White					
% At or Above Proficient	NA	93%	97%		
% Accelerated and Advanced	NA	51%	61%		
Number of Students Tested	NA	75	76		

The sample data table below demonstrates the type of schools the Secretary wishes the CSSO to identify. In Table 1, the reading scores of the Blue Ribbon School (a hypothetical school) show significant improvement in student achievement scores for all student groups on the state criterion-referenced tests over five years.

Table 1
Blue Ribbon School
Grade 4 Mathematics
Ohio Proficiency Test
Publication Year: 2004-2005
Publisher: Ohio Department of Education

State Tests

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month				March	March
SCHOOL SCORES					
% At or Above Proficient				87%	89%
% Accelerated and Advanced				43%	46%
Number of students tested				82	92
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students Eligible for Free and Reduced Meals					
% At or Above Proficient				87%	78%
% Accelerated and Advanced				47%	30%
Number of Students Tested				30	23
2. Students with Disabilities					
% At or Above Proficient				40%	67%
% Accelerated and Advanced				20%	39%
Number of Students Tested				15	18
3. White					
% At or Above Proficient				88%	89%
% Accelerated and Advanced				49%	46%
Number of Students Tested				68	76
4. African American/Black					
% At or Above Proficient				NC	91%
% Accelerated and Advanced				NC	27%
Number of Students Tested				<10	11